Personnel

SECURITY POLICE TRAINING AND STANDARDIZATION EVALUATION PROGRAMS

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Use this instruction with Air Force Policy Directive (AFPD) 36-22, *Air Force Military Training*. It explains procedures and establishes requirements and guidelines for the security police unit training and Standardization Evaluation programs. "Security police (SP)" includes security police persons, Department of the Air Force civilians, civilian contractors, and foreign nationals who perform police or guard duties.

This instruction requires that you collect and maintain personal information protected by the Privacy Act of 1974. The authority to collect and maintain this information is based on 10 U.S.C. 8012 and 5 U.S.C. 301, and the Privacy Act system of records notice F125 AF SP E, Security Police Automated System (SPAS). You may find the legal authority for this notice in 10 U.S.C. 8013 and Executive Order 9397.

SUMMARY OF REVISIONS

★Changes minimum training requirements for unit training section NCOIC and trainers. Deletes the "T" prefix requirement for unit training NCOIC. Clarifies use of Air Force handbooks for developing lesson plans. Changes the term "Quality Control" to "Standardization Evaluation" (Stan-Eval). Prescribes AF Form 689, **Task Performance Checklist**. A ★ indicates revisions from the previous edition.

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Chapter 1

SECURITY POLICE TRAINING PROGRAM

★**1.1. SPT Concept.** SPT includes all security police training and training exercises. In addition to this instruction, SPT uses the following items:

- AFPD 36-22.
- Air Force handbooks.
- TEEOs, that is, training, exercise, and evaluation outlines that establish the training concept.
- AFI 36-8001, **Air Force Reserve Education and Training**, which details reserve component training requirements.
- STP-21-1-SMCT, **Soldiers Manual of Common Tasks**, Skill Level 1.

1.2. SPT Program Purpose. SPT provides standardized training that complements formal security police courses and on-the-job training (OJT). The Career Field Education and Training Plans (CFETP) identify life-cycle education and training requirements, both mandatory and desirable.

1.3. Responsibilities.

1.3.1. HQ USAF/SP develops policy for security police training.

1.3.2. HQ AFSPA has the following responsibilities:

- Offer guidance to MAJCOMs to help them implement the SPT program.
- Prepare Air Force handbooks to use in the SPT program.

1.3.3. MAJCOMs have the following responsibilities:

- Provide training guidelines to subordinate units.
- Identify and analyze MAJCOM training requirements.
- Compile and send information to HQ AFSPA/SPLT from subordinate units to update Air Force handbooks.

★1.3.4. Installation CSP has the following responsibilities:

- Establish and direct the unit SPT program.
- Ensure that the unit SPT program complies with AFI 36-2201, *Developing, Managing, and Conducting Training*.
- Determine contingency training requirements.
- Coordinate civilian security police training with local civilian personnel offices.
- Establish a unit learning center, as needed.
- Assist local USAFR and ANG units with training and evaluation programs.
- Appoint a unit READY coordinator.

1.3.5. The unit training section has the following responsibilities:

- Identify local training needs and train unit personnel to meet mission requirements, as directed by the CSP.
- Schedule and conduct unit orientation and initial training.
- Verify completed qualification training for duty positions.
- Inform the Stan-Eval section when individuals complete their qualification training.
- Monitor both delays in finishing qualification training and progress of skill-level upgrade training.
- Meet ancillary training requirements.
- Train augmenters, as required.
- Maintain and adapt Air Force handbooks on the SPAS training module to fit local needs.
- Prepare local JQS.
- Develop any necessary TEEOs and task performance checklists for local training with Stan-Eval.
- Maintain a test bank of Air Force, MAJCOM, and local questions, and establish test control procedures.
- Maintain section training records.
- Work with the base training manager.
- Get advice from base training managers on other desirable courses available for training section personnel.

1.3.6. The supervisor has the following responsibilities:

- Review AF Form 623, **On-The-Job Training Record**, or the computerized training record to determine training requirements for assigned personnel, and conduct all necessary training.
- Work with the training section to make sure personnel complete the training required for skill-level upgrades.
- Make sure personnel complete their qualification training for each duty position in 30 duty days. An individual may receive qualification training for more than one duty position at a time.
- Notify the training section that qualification training is complete the duty day following completion.
- Notify the training section if personnel cannot complete qualification training within 30 duty days and document in the individual's training record the circumstances, dates, and reasons for the delay.
- Maintain individual training records of assigned personnel.

1.4. Scheduler Responsibilities. The scheduler has the following responsibilities:

- Publish an annual master training schedule. Review and update the schedule monthly.
- Coordinate the master training schedule with unit sections and base agencies.
- Coordinate and schedule ancillary training with base agencies.

- Coordinate training schedules with supervisors to include leave and TDY times.
- Protect individual's time off as much as possible.

★**1.5. Requirements for Training Section Personnel.**

1.5.1. The NCOIC of the unit training sections not previously possessing a "T" prefix must attend Principles of Instruction (PIC) J3AIR3S200-002, the mobile version, J4AIT3S200-000, or Basic Instructor Course, Module 1, 3AIR3S200-72 (Fundamentals of Teaching) and Module 2, 3AIR3S200-074 (Training Methodology). MAJCOM training managers forecast mobile training team requirements during the annual forecast process.

1.5.2. Supervisors determine training requirements for unit training instructors. Recommend completion of PIC.

1.6. Implementing the SPT Program. Unit level training involves both individual and collective skills. Training includes classroom instruction and task performance.

1.6.1. This kind of training teaches individuals tasks for specific duty positions tailored to MAJCOM and local requirements. Training may sustain existing knowledge and skills. Use task performance checklists for individual skills training.

1.6.2. Collective Skills Training. Collective skills training builds on individual skills training and gives individuals the chance to use their skills in a team effort. Collective skills training combines groups of individuals who normally function as a team, such as emergency service teams, response force elements, or air base defense flights. Use TEEOs for collective skills training and exercises.

1.6.2.1. Develop and use local TEEOs for GCS training and field training exercises. You may train smaller groups from larger teams on portions of an overall operation.

1.6.2.2. AFI 31-101, *The Air Force Physical Security Program*, contains specific force-on-force training requirements.

★**1.7. SPT Program Administration.** Whenever possible, use the SPAS training module and other Air Force-approved computer programs. Administer the SPT program in compliance with AFI 36-2201.

1.7.1. Newly Assigned Personnel.Training section personnel should take the following actions with newly assigned personnel:

- Review training records of new personnel and determine their initial training requirements.
- Arrange or conduct unit orientation, initial training, and ancillary training, as appropriate.
- Be sure that anyone who needs upgrade training enters the appropriate program.
- Coordinate training arrangements with supervisors to identify individual training needs.

1.7.2. JQS.Training section personnel have the following responsibilities:

- Prepare a local master JQS (master task listing) that specifies all tasks for positions in the unit. Include tasks required by Air Force, MAJCOM, and local levels.
- Prepare a separate JQS for each duty position and maintain a copy with the master JQS. Extract tasks from the master JQS and list them by duty position on the separate JQS. Use AF Form 797, **Job Qualification Standard Continuation/Command JQS**, or a computer-generated product.
- Allow unit personnel to review JQSs.
- Use JQSs as guides for training and evaluations.
- Specify how to annotate the JQSs. Develop procedures to track and document each task on duty position JQSs. Include these procedures on the JQS cover page.

1.7.3. Task Performance Checklists.Training and standardization evaluation personnel jointly prepare task performance checklists specifying step-by-step procedures for tasks on duty position JQSs. Use AF Form 689, **Task Performance Checklist**, or a computer-generated product. Give these checklists to supervisors to use during qualification training.

1.7.4. Individual Training Records.Supervisors have the following responsibilities for individual training records:

- Maintain an AF Form 623, **On-The-Job Training Record**, for each individual in grades E-1 through E-6 (E-7 and E-8 in retraining). Persons who do not need an AF Form 623 must have individual training documentation.
- Record each position and which tasks an individual qualifies to perform. Document this information as specified on the JQS cover page.

1.8. Equipment and Training Aids. TA 629 lists the requirements for issuing training equipment. The Air Force handbooks also outline training program fundamentals and instructional techniques.

★1.8.1. Equipment. Recommended equipment for training sections includes the following:

- Stand-alone computer with graphics capable printer. Recommend as a minimum a Desk Top IV 486 DX/50 with 16 MB RAM, triple speed CD ROM player, sound card, Windows 3.1 with video drivers.
- Video tape, replay equipment, camera, and television and video monitor.
- Sound-on-slide equipment.
- 35mm slide projector.
- Overhead transparency projector.
- Projection screen.
- Audio playback and recorder for audio cassettes.
- Easel and flip chart.
- Dry wipe board and erasable markers.
- Interactive computer training programs, such as Interactive Video Disk.

★1.8.2. Air Force Handbooks.AF handbooks provide the "how to" information necessary to accomplish specific operations and tasks. Use AF handbooks and other instructions to develop formal lesson plans. AFMAN 36-2236, Guidebook for Air Force Instructors, contains specific guidance for developing lesson plans.

1.8.3. TEEOs.TEEOs contain an exercise overview, give a suggested approach to conducting exercises, and specify the conditions and standards for task performance. Trainers and exercise directors should use TEEOs for collective training exercises and evaluations. While used mainly for collective training, some TEEOs are appropriate for individual training. A TEEO preparation guide is in attachment 1 to this AFI.

1.8.4. Form Use. MAJCOMs, wings, or units may overprint forms to standardize common entries and reduce administrative workload. Refer to and comply with implementing directives when using forms. You may use the following additional forms in the SPT program:

- AF Form 522, **Ground Weapons Training Data**, to document individual weapons training.
- AF Form 623a, **On-The-Job Training Record-Continuation Sheet**, to record supplementary information in individual training records.
- AF Form 971, **Supervisor's Employee Brief**, to record civilian employee training.
- AF Form 1098, **Special Task Certification and Recurring Training**, to document SP recurring training.
- AF Form 1284, **Training Quality Report**, for giving feedback to the Security Police Academy on the quality of the training.

1.8.5. ULCs.A ULC is an area that contains individual study materials. Establish the following parameters for a ULC:

- Establish a ULC when your unit has 25 or more people. You may adapt the ULC to suit your unit's mission, size, and available space.
- Try to provide a separate area containing individual study materials and equipment.
- Try to keep the ULC open to unit personnel 24 hours a day.
- Units that don't have a ULC should make training and study material available to unit personnel as needed.

1.9. SP Augmenter Training.   AFI 10-217, *The Resource Augmentation Duty (READY) Program*, identifies augmenter requirements, training, and administration. MAJCOMs may establish additional requirements. Develop the unit training program for augmenters based on local requirements and the requirements stated in the subsections that follow:

1.9.1. Training Section Support.The training section develops schedules with agencies that provide augmenters. The unit READY coordinator maintains augmenter training records.Augmenter training need not be as complex as security police AFSC training. Minimum augmenter training should include initial training in the following areas:

- Weapons.
- Use of force.
- Rules of engagement.
- Communications procedures.
- Legal considerations and jurisdiction.
- Police concepts and operations.
- Tactics.

Chapter 2

STANDARDIZATION EVALUATION (STAN-EVAL) PROGRAM

2.1. Stan-Eval Program Concept. The Stan-Eval program lets the installation CSP evaluate the functional performance of the SP mission. The Stan-Eval program requires annual inspections of all unit functional areas, as well as initial and annual Stan-Evals of personnel in each duty position. Use available SPAS programs to administer the Stan-Eval program.

2.1.1. Feedback. The Stan-Eval section tells the CSP how well the unit is doing based on findings from Stan-Eval inspections and initial and annual Stan-Evals of personnel.

2.1.2. Reporting. The Stan-Eval section is a separate work center. It reports directly to the CSP or a senior official designated by the CSP.

2.2. Responsibilities. Members of Stan-Eval have the following responsibilities:

2.2.1. HQ USAF/SP develops policy for the Stan-Eval program.

2.2.2. HQ AFSPA guides MAJCOMs on conducting the Stan-Eval program.

2.2.3. MAJCOMs, in turn, guide subordinate units.

2.2.4. Installation CSPs establish a Stan-Eval section as outlined by this instruction and MAJCOM supplements. Responsibilities are as follows:

- Monitor and evaluate the overall effectiveness of SP functions and personnel using Stan-Eval inspections and evaluations.
- Staff inspection items identified by outside agencies, as needed.

2.3. Stan-Eval Inspections.

2.3.1. At least once a year, the Stan-Eval section inspects each functional area or work center in the unit.

2.3.2. You may substitute a higher headquarters inspection or staff assistance visit for annual inspections.

2.3.3. Organize a Stan-Eval inspection team for each activity you inspect to ensure technical compliance with governing directives. For example, if the activity has a publications library, ask the unit publications customer account representative to join the Stan-Eval inspection team.

2.3.4. Use locally developed checklists for each activity you inspect. Schedule inspections at times when key personnel or supervisors will be there.

2.4. Stan-Eval Inspection Report Preparation and Processing.

2.4.1. The Stan-Eval inspection team chief signs off on inspection reports. Send a copy of the report to the CSP and the inspected activity and keep a file copy in the Stan-Eval section.

2.4.2. CSP reviews the report, validates the findings, and sends the report to the appropriate activity so they may correct any problems you discover. Written follow-up replies from the activity are recommended until the problems no longer exist.

2.5. Stan-Evals. Stan-Evals measure individuals' qualifications and certify them to perform specific duty positions.

2.5.1. Conduct at least one initial and one annual Stan-Eval of personnel (10-13 months) in each duty position.

2.5.2. CSP identifies positions, including mobility or contingency positions, that do and do not require Stan-Eval.

2.5.3. Conduct Stan-Evals within 30 duty days after an individual completes qualification training. After the individual passes the initial Stan-Eval, establish an anniversary date for subsequent evaluations. Document any delays and the reasons for delays in performing the Stan-Eval in both the individual's training records and Stan-Eval section files.

2.5.4. Use experts to help conduct Stan-Evals for special duties such as military working dog handlers, alarm monitors, and so on.

2.5.5. If someone needs Stan-Evals for multiple positions that have similar tasks, you may perform the Stan-Eval for all similar positions at the same time. For example, ART and SRT members perform very similar tasks. You may do the Stan-Eval for both positions at the same time.

2.5.6. Use SPAS to monitor the dates on which individuals require Stan-Eval. Establish procedures to notify the Stan-Eval section of all newly assigned personnel and moves within the unit.

2.5.7. Persons having fewer than 90 days remaining until discharge, retirement, or retraining, or who are within 30 days of permanent change of station (PCS), do not require Stan-Evals.

2.5.8. Stan-Evals consist of the following evaluations:

- Written examinations. Prepare and administer a multiple-choice
- Once a year during a Stan-Eval, give a 25-question weapons safety, arming, and use of force test. Consider the weapons safety test score separately from the Stan-Eval score. The individual must pass the weapons safety examination before obtaining arming authorization.
- Oral testing. This verbal question-and-answer period should cover all aspects of the position under evaluation.
- Performance evaluation. Be careful during performance evaluations to avoid injury or property damage. When possible, conduct performance evaluations during the individual's normal duty schedule, and evaluate personnel for team positions while they perform as part of a team.

2.6. Documenting Stan-Evals.

2.6.1. Use AF Form 689, or an automated product, to conduct and document Stan-Eval performance.

2.6.2. Include your notes on AF Form 689 or the automated product. You may keep this annotated AF Form 689 in the individual's file in the Stan-Eval section, transcribe the results into an evaluation report, or record the results in the SPAS program.

2.6.3. When an individual fails the Stan-Eval, CSPs determine review training requirements.

2.7. Evaluation Administration.

2.7.1. Keep complete records of all Stan-Evals and review the results with each individual evaluated. Distribute copies of Stan-Eval documents to the appropriate supervisor, training section, and CSP.

2.7.2. The Stan-Eval section maintains the original evaluation documents until the next evaluation. You need not keep files for individuals who have transferred out of the unit or who have moved to positions not requiring an evaluation.

2.8. Evaluation and Rating System.

2.8.1. Determine in advance the point values for answers to the written and oral test questions. Use a scale of 1 to 100 for each written and oral test. The passing score for written and oral tests is 70 percent. After correcting mistakes, individuals must pass the weapons safety, arming, and use of force test at 100 percent.

2.8.2. Performance evaluations are "GO/NO GO," and, individuals must satisfactorily perform all critical tasks for the position being evaluated.

2.8.3. If the individual fails the Stan-Eval, that person is no longer certified and cannot work in that position. In an emergency, the CSP may post personnel regardless of certification.

2.8.3.1. The following rules apply to persons who have lost their certification by failing a Stan-Eval:

- Persons decertified and undergoing review training may work in that position if a certified individual works with them.
- The individual's supervisor notifies the Stan-Eval section when that person completes review training. Stan-Eval should schedule the individual for a reevaluation no later than 15 duty days after completing review training.
- CSP determines the appropriate action if the individual fails the Stan-Eval again.

2.8.4. Forms Prescribed. AF Form 689, **Task Performance Checklist**.

STEPHEN C. MANNELL, Brig General, USAF
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GLOSSARY OF ABBREVIATIONS AND ACRONYMS

Abbreviations and Acronyms

AFSC–Air Force Specialty Code
ANG–Air National Guard
ART–Alarm Response Team
CSC–Central Security Control
CSP–Installation Chief of Security Police
ECI–Extension Course Institute
GCS–Ground Combat Skills
HQ AFSPA–Headquarters Air Force Security Police Agency
HQ USAF/SP–Headquarters Air Force Security Police
JQS–Job Qualification Standard
LAD–Light Attenuating Device
MAJCOM–Major Command
MILES–Multiple Integrated Laser Engagement System
NCOIC–Noncommissioned Officer in Charge
OJT–On-the-Job Training
PCS–Permanent Change of Station
READY–Resource Augmentation Duty Program
RF–Response Force
SP–Security Police
SPAS–Security Police Automated System
SPT–Security Police Training
SRT–Security Response Team
Stan-Eval–Standardization Evaluation
TA–Table of Allowances
TEEO–Training, Exercise, and Evaluation Outline
ULC–Unit Learning Center
USAFR–United States Air Force Reserve

TRAINING, EXERCISE, AND EVALUATION OUTLINE (TEEO) PREPARATION GUIDE

UNIT: Response Force

MISSION: Recovery Operation/Recapture

Evaluator: _____ Date: _____

1. GENERAL CONDITIONS: A terrorist group attacks an on-base convoy and takes control of a Priority A resource. Area reports indicate that the convoy's surviving members have taken defensive positions and are preventing the terrorists from escaping with the resource. The response force (RF) being trained, exercised, or evaluated must respond and recover the resource.

2. PRIMARY EXERCISE TRAINING, AND EVALUATION STANDARDS: To receive a satisfactory rating, the RF must, in a reasonable time, assess the situation, eliminate the opposing force, and recover the resource without excessive casualties. The RF must also assume a new mission on order. When available, the Multiple Integrated Laser Engagement System (MILES) assesses friendly and opposing force casualties. Exercise controllers may also assess casualties. When MILES is not available, the controller must use his best military judgment to assess friendly and opposing casualties.

3. TRAINING EXERCISE AND EVALUATION RESULTS. Check "G" (Go) or "N" (No-Go) in the space provided on the following pages of this outline to indicate the unit's rating on each task of the mission. Trainers or evaluators and the exercise controller should record other important information on the back of the outline. The overall proficiency rating for this mission is based on performance of the unit on each task, the primary training and evaluation standards, and the evaluator's judgment of whether the RF would have succeeded in a real tactical situation.

4. SUGGESTED SUPPORT REQUIREMENTS:

    a. Administration. Provide exercise start cards and copies of this outline to central security control (CSC).

    b. Minimum evaluators. We suggest eight persons: four evaluators, and four controllers. Evaluators observe individual and group performance. Controllers monitor the safety, exercise standards, and so on. One person may perform both functions if qualified. Assign personnel as follows: one evaluator and one controller near the opposing force; two evaluators and two controllers with the RF; one evaluator and one controller in CSC. Local training situations may not permit using eight people, so evaluators may act as controllers. This is not desirable for a higher headquarters' evaluation of a unit's tactical capability.

    c. Opposing forces. Equip a terrorist unit with rifles and automatic weapons. The exercise team chief determines the exact number of persons and mix of weapons.

    d. Support personnel. In addition to the evaluators and controllers, you should appoint an overall exercise team chief.

    e. Exercise area. Use rolling, lightly wooded terrain that provides some concealment to the attacking squad. Select an area approximately 1,000 by 1,000 meters or larger. Choose an area far enough away from the main base so that base personnel won't be disturbed by the sound of blanks being fired.

f. Firing area. None.

g. Training aids, devices, and special equipment:

    (1) If available, use MILES for both the RF and the opposing forces.

    (2) If available, use light attenuating devices (LAD) for training in limited visibility situations.

    (3) In actual night exercises, some personnel on both sides should wear night vision devices, if available.

    (4) Ammunition. Issue the following to both sides:

        (a) 5.56mm, blank, 120 rounds per M16 rifle.

        (b) 7.62mm, blank, 750 rounds per M60 machine gun.

        (5) Smoke canister (if appropriate).

    (6) Key references. Air Force handbooks and AFI 31-101.

    (7) Tips for trainers, evaluators and exercise directors.

    (8) If you use MILES, follow the rules in the Air Force handbook or in the MILES exercise booklet.

    5. CONSIDERATIONS:

a. If MILES is not available, one trainer or evaluator should be with the opposing forces to allow the trainer or evaluator to see how well the RF uses available cover and concealment, as well as proper fire and maneuver techniques.

b. Trainers, evaluators, and exercise directors must not interfere with the exercise or, by their position, alert either side of the opponent's movements.

c. In training, players should serve as controllers or evaluators. Being a player in one exercise and an evaluator in another reinforces tactical training principles.

d. You must brief all persons on safety procedures before the exercise starts. The briefing must include safe use of blanks, local hazards, and use of radio frequencies. Evaluators and controllers must be able to immediately stop exercises in progress for safety violations.